



June, 2010

Special Edition: School Performance Information Report for 2009

As part of our funding agreement with the Australian Government, we are required to ensure that specific "School Performance Information" is made publicly available to the school community. This information has been provided to the school community in other forms such as newsletters and the Annual Report throughout the year. What follows is a collated version of this information under the headings specified by the Australian Government. The information relates to the 2009 school year.

If you have any questions regarding this information please direct them to Mrs. Kathy Cresswell.

PROFESSIONAL ENGAGEMENT MEASURES

1. Staff Attendance

The average attendance rate is an indicator of the time required to be at work that is actually spent at work. The larger the percentage figure the less time is spent away from work due to illness, carers leave, bereavement leave, short term parenting leave and the like. It does not account for staff on long term leave for reasons such as maternity leave, long service leave etc where a replacement employee has been contracted to fulfil this person's duties.

The average attendance rate for teachers at Massada College during 2009 was 93%.

The average attendance rate for other employees at Massada College during 2009 was 95%

2. Teacher Retention

Teachers who are engaged as supervisors to replace teachers who are ill (TRT's) and those on replacement contracts to fill in for those on long service leave or maternity leave etc, are not included in the calculation. They do not form part of the permanent teaching staff and would be expected to leave when the teacher they are replacing returns from leave.

During Term 4, 2009 there were 3.8 full time equivalent staff members employed at the school. We have had a hundred percent retention rate from 2008 to 2009.

Changes to staff include:

- Joyce Hassan resigned and was replaced by Benji Kessly.

At the end of term one Sivan Benesh the school chaplain left the school to work full time and her position was replaced by Benjamin Kessly (0.1) and Sara Burgess (0.1). The chaplains' positions are funded by the Federal Government.

3. Teacher Qualifications

A list of teachers and their academic qualifications appears are shown in the table below. In addition to these formal qualifications, all staff undergo training in Mandatory Notification and First Aid, and hold the necessary qualifications for teacher registration in South Australia.

Name	Teacher Qualifications
Revital Arahon	Revital has a Special Authority to Teach from the Teachers Registration Board.
Nicky Brennan	Higher Diploma in Education, Certificate Course in Environmental Education.
Kathy Cresswell	Bachelor of Education
Rosemary Ditty	Bachelor of Education
Benji Kessly	Bachelor of Science (psychology) Master of Teaching (Secondary) Diploma of Language (Hebrew and Classical Hebrew)

4. Expenditure and Teacher Participation in Professional Learning

All teaching staff at Massada College are required to be involved in Professional Learning Activities. These take a variety of forms from whole staff professional development, specific curriculum focus activities for teachers, and attendance at workshops, seminars and conferences for individuals or small groups of teachers.

While associated costs can be identified for most of these activities, there are many for which it is not possible to allocate a cost. Teacher professional development activities that are not costed include the staff appraisal process; acting as mentors to new staff; induction processes for new staff; mentoring student teachers; many of the out of hours meetings to review curriculum, assessment etc; It is also important to note that many of the courses attended by staff were paid with money we had received through grants.

Profession Development Courses

First Steps Reading and Literacy
Developing Students as Writers
First Steps Number PD
Workshops on Aspergers and Autism
Beginning Teachers' Workshops
Values Education
Multicultural Education
Narrative Writing

KEY STUDENT OUTCOMES

5. Proportions of students meeting national benchmarks

Each year, all students in Years 3, 5 and 7 are required to sit Australia wide tests in reading, writing, spelling and numeracy to establish the proportion of students achieving national benchmarks. Data for Massada College students for 2008 and 2009 are shown in the table below:

Percentage of Students Achieving National Benchmarks								
	Reading		Spelling		Writing		Numeracy	
	2008	2009	2008	2009	2008	2009	2008	2009
Yr 3	100%	100%	100%	100%	100%	100%	100%	100%
Yr 5	100%	100%	100%	100%	100%	94%	100%	100%
Yr 7	100%	100%	100%	100%	100%	100%	100%	100%

Academically Massada students continued to excel. In the NAPLAN test our year 3, 5 and 7 average results were well above those of the state in all areas. In mathematics our results are absolutely outstanding with 60% of our students in the top 20%. In the literacy section of the test we again received excellent results with 50% in the top 20% considering 70% of the students were from Non English Speaking Backgrounds. This includes students who have recently arrived in Australia and have limited proficiency in English. Sixty eight percent of our students were in the top two bands.

6. a) Changes in Benchmark Results from the Previous Year.

Comparative data, which shows the percentage point changes in benchmark results, is provided in the table above. As the data illustrates there has been a small change in the percentages of students achieving all the benchmarks from 2008-2009 at Yrs 3, 5 and Year 7. Only one child was below the minimal standard in writing and considering she had only been learning English for a short period and had difficulties with the Narrative writing her results were outstanding especially in the other areas tested. Massada College encourages all students to sit these tests.

b) Competitions

The students also compete in a range of academic competitions. Again, our results are significantly better than those of other schools. For the University of N.S.W. Mathematics competition 41% of our students received a Distinction or above and for the University of N.S.W. English competition 32% of our students also received a Distinction and above. For the Conquesta Olympiad competition our overall school results were extremely high in all areas of testing.

7. Student Attendance

The percentage figure for the average student attendance rate shows the proportion of days that each student, on average, attended school over the whole year. The larger the percentage, the smaller the number of days that students are absent from school.

In 2009 the average student attendance rate was 91%.

8. Value Added

Massada College exists to add value to the education experience of our students and the experience of the wider school community. Value is added by extending upon the statutory curriculum requirements imposed on schools, by our ethos, culture and environment, and by the experiences provided by the school.

What follows is a range of examples of activities undertaken during 2009 that added value to the educational experience at Massada College.

Curriculum Related Activities

Jewish Festival and Holy Days – Lag B’Omer, Model Seder, Purim
Yom Yerushalayim
Yom Ha’atzmaut Celebrations
Specific Needs Learning Assistance Programme
Standardised Diagnostic Testing
School Entry Assessments
Values Education (Visits from other schools to share our values program)
Literacy blocks
Scholastic book club
Premier’s Reading Challenge
Premier’s Be Active Challenge
NAPLAN testing
Student Parliament
Uni of NSW Competitions –Science, Maths, English
Conquesta
AMC Maths Competition
Specialist Music, Hebrew and Jewish Studies
Literacy and Numeracy Extended Curriculum
Cyber bullying; Values Education; Healthy Eating Programme
Individualised Learning Programmes
Modified Curriculum – Special needs
Sports day
Speech Night
Swimming
SAPSASA swimming and athletics
World Maths Day
Glenside Playground Design and Presentation
Healthy Eating

Excursions

In 2009 students at various Yr levels went on a range of excursions including:
Impact Leadership Conference (Senior Students)
Art Gallery Excursion
Human Rights in Action Conference (Senior Students)
Andy Griffiths Book launch
Pinchas Zukerman rehearsal with the Adelaide Symphony Orchestra
Camp at Douglas Scrub
Visit to the ABC radio and television station

Co-curricular Activities

Massada College offers a wide range of co-curricular activities:
Visit from the Genealogy Society (Years 3 – 7)
Family Life SA program
Showcase Evening
Sports Clinics – Little Athletics Clinic, Auskick, Golf Clinic, Crows visit and Soccer Clinic.
Community Service – assisting at Bagels lunch
SAPSASA Swimming and Athletics
Music tuition - Piano
JNF visit and workshop
Abraham’s Tent Rehearsals

Pte Gregory Sher Memorial
Anzac Day Memorial

School Ethos

Jewish values and traditions
Tefillah; Birkat Ha'mazon; Bensching etc
Festivals, Holy Days and Celebrations
Values Programme
Whole School occasions
Class Buddies
Peer Tutoring
Cross Year Level student mentoring
Student Leadership structures and Opportunities – School Parliament with Executives;
House Captains

Community Outreach

Clean Up Australia Day
Harmony Day
Save the Children's Fund
World Food Day
Jewish National Fund
Biggest Morning Tea

School and Parent Community Links

After and Before School Care
Vacation Care
Parent Information Evenings
School Newsletter – Massada Musings
Student orientation occasions
Sub-school transition occasions
Guest speakers
School breakfasts
Information Booklets
Student Diaries
Parent/Teacher interviews
Class representatives
Parent/community social occasions
AGM
Board Meetings
Board Sub-committee meetings
Parents and Friends Working Bee
Assemblies
Showcase Evening
Father's Day and Mother's Day Breakfast
Bagel's Club
Speech Night

Special Occasions

Speech Night

Book Week Activities
Fun Friday
Purim
Mother's Day and Father's Day Stalls
Lag B'omer
Pesach – Model School Seder
Rosh Hashanah
Yom Yerushalayim
Shavuot

SATISFACTION

9. Parent, Student and Teacher Satisfaction

Parent Satisfaction

Feedback from parents occurs through a number of sources, some formal and some informal. This includes contributions to focus groups; comments through school community groups such as the Board and the Education Committee and various other community groups; and specific feedback to teachers, staff and the Principal. Such feedback is always welcome.

The overwhelming message in this feedback is positive, supportive and appreciative especially in the area of academic achievement. Of course concerns are also expressed and this provides the school with the opportunity to enquire further and to address concerns.

During 2009 very positive parent feedback was received about:

- information sessions for parents
- the close community experience enjoyed by the graduating Year 7 class
- the level of teacher academic support for students
- communications about success and achievements of students and staff, and the recognition given to individuals contributions to enhancing the reputation of the school
- support by management of programs that enhance the reputation of the school
- the positive perception about the quality of students from the school
- professionalism of staff
- range of co-curricular activities
- academic focus (achievements)
- literacy/numeracy programs
- overall teaching standards
- student/teacher relationships
- smaller school/class sizes
- festivals and community events
- values education
- sports clinics and activities
- minimal staff turnover
- genuine care and concern for the students.
- nurturing environment
- family focus and community spirit
- excellent grounds and facilities.
- student access to computers.
- safe and secure environment

- immediate communication with parents if an issue should arise
- fun Fridays and availability of meat sandwiches from the canteen.

Areas that have been identified for closer attention through parent feedback include:

- concerns for the future of the school
- finance and economic sustainability of the school
- numbers of students and lack of friendship networks for their students
- facilities and resources
- aspects of management
- no team sports

Student Satisfaction

Indicators of student satisfaction are derived from feedback from parents, issues that from time to time emerge through counselling processes, teacher observations, direct complaints from students, group discussions and feedback from the Student Parliament.

The key areas of student satisfaction that emerged in 2009 included:

- School culture and atmosphere (school reputation, caring atmosphere, range and frequency of activities, caring atmosphere safe and secure environment).
- Academic focus (availability of extra help, staff assistance to fulfil potential, acknowledgement of efforts and achievements, encouragement of excellence)
- Focus on the Individual (staff support of student activities, students are challenged in a supportive framework)
- Teaching approach (teachers are good role models, students receive useful feedback)
- Staff/student relations (community service is encouraged, plenty of leadership opportunities, staff treat senior students as mature young adults)
- Social development (pleasant and helpful office staff, teachers have a positive attitude, school helps build self esteem, strong moral values are important, help with time management and organisational skills is given)
- Home/school relations (communication between home and school is frequent and the relationships between teachers and parents are good)
- Student perceptions of their experience at school (strong friendships, known and appreciated by staff, feel part of a close and caring school community, intellectually stimulated at school, free to be myself, received a good education, many positive experiences at school)
- Student referral (proud of the school, well prepared to take the next step, will recommend the school to friends and relatives, will send my children there)

This feedback, in the main from the 2009 Year 7 students, is overwhelmingly positive. It is feedback about the school journey rather than an experience at a point in time. Of course, during the journey, there have been occasional negatives but these have been outweighed by the overall experience.

Some areas for concern or improvement which emerged in the student feedback related to:

- student Numbers and lack of peer groups
- aspects of co-curricular activities.
- school uniform

Teacher Satisfaction

Teacher satisfaction is gauged from the teacher appraisal process, matters raised directly by individuals with management and discussions at various staff meetings.

During 2009, Teacher satisfaction appeared very strong in regard to:

- evidence of school performance being collected and explained to parents, students and staff
- school consideration and implementation of new opportunities to develop areas of strength
- quality of students produced by the school
- affinity for the school
- support network and mentoring opportunities
- expressions of appreciation from the community
- support for professional development
- the school as a desirable place to work.

Specific items which caused frustration or concern included:

- the level of public interest in the school
- reduced numbers and the numbers of students leaving
- insecurity about the future of the school and what direction it should take
- insecurity about future employment if the school closes
- limited marketing and promoting the school to the wider community
- lack of money for updating resources and professional development
- lack of support and reinforcement for the co-curricular activities at home.

More broadly, concerns are sometimes expressed about the changing expectations of the teaching profession. These relate to the way in which the work of teachers is perceived in the community and the manner in which their performance is judged.

Even so, overall satisfaction of teachers at Massada College with the teaching profession and with working at Massada College appears very strong. Staff departures from the school have been relatively low and these have related to career opportunities in teaching at other schools (which are cause for celebration) to retirements (full or partial).

Could you please contact Mrs. Kathy Cresswell if you have any concerns relating to our School Performance Data.